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EDUCATIONAL WRITINGS

I. SUMMARY OF THE LITERATURE ON GENERAL METHODS FOR 1916

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The purpose of this article is to summarize briefly the literature on general methods which has been published since January 1, 1916. This material may be classified into two general divisions: A, systematic discussions of the problems of methods; and B, intensive discussions of special problems in the field of general methods.

A. SYSTEMATIC DISCUSSIONS OF THE PROBLEMS OF METHODS

The most thorough and systematic treatment[1] of the problems of general methods which has appeared during the past year is entitled *How to Teach*, by Dr. G. C. Strayer and Professor Naomi Norsworthy. This book includes a comprehensive summary of the psychological facts and principles which underlie effective method, as well as a series of specific suggestions to be observed in teaching. The scope of the book is well represented by the following topics: "The Work of the Teacher," "Original Nature," "Attention and Interest in Teaching," "The Formation of Habits," "How to Memorize," "The Teacher's Use of Imagination," "How Thinking May Be Stimulated," "Appreciation," "The Meaning of Play in Education," "The Significance of Individual Differences," "The Development of Moral Social Conduct," "Transfer of Training Types of Classroom Exercises," "How to Study," and "Measuring the Achievement of Children." The discussions of the foregoing topics include several types of evidence. The chapters on "Original Nature," "Habit Formation," and "Individual Differences" include the results of recent psychological and educational investigations. The chapter on "Thinking" shows the influence of Dewey's philosophy. Practically every chapter contains illustrations based on actual classroom practices. On account of the psychological background, which many of its discussions presuppose, this book is much better adapted to the mature or experienced teacher than to the beginner. It merits, however, a prominent place in the working library of each teacher.

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[1] *How to Teach*. By G. C. Strayer and Naomi Norsworthy. New York: Macmillan, 1917. Pp. 294.

Problems of method are discussed briefly in a book[1] entitled *Fundamentals in Elementary Education*, by Claude A. Phillips. The book as a whole was written as an introductory volume for classes in normal schools and for training classes in high schools. Problems of organization, administration, school buildings, methods of teaching, the curriculum, play and recreation, vocational education, and measuring the results of teaching are included. It is interesting to note that more emphasis is given to the problem of methods than to any other single phase of education. The problem of methods is attacked from the viewpoint of classroom management. In this connection specific practices are discussed which make for economy and efficiency. The psychological factors involved in instruction are discussed briefly and in very simple terms. Unless supplemented by a considerable amount of explanatory material, the discussion of such topics as instincts, interest, and individual differences will not prove especially helpful. The technique of the recitation is discussed in two short chapters, in which the reader's attention is called to the more important problems which arise in different types of recitations. In this connection, the general principles of method which are discussed are applied to a limited number of lessons in history, arithmetic, geography, composition, etc. Inasmuch as the more important problems are emphasized briefly and forcibly, this book is well adapted to the needs of students who are making an introductory survey of the problems of method.

A second book[2] which has been organized to meet the needs of beginners is entitled *The Essentials of Teaching*, by T. J. Burnett.

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[1] *Fundamentals in Elementary Education.* By Claude A. Phillips. New York: Charles E. Merrill Co., 1916. Pp. 304.

[2] *The Essentials of Teaching.* By T. J. Burnett. New York: Longmans, Green, & Co., 1916. Pp. xiv+250.

This book may be characterized as a primer of methods. It consists of a series of lectures which were given to non-professional teachers who were engaged in teaching continuation classes in Edinburgh. The author has selected a limited number of practical topics for emphasis, such as the technique of class management, the preparation of the teacher for a lesson, etc. Although the lectures were planned originally for non-professional teachers, they are based on scientific principles in the main, and may be read with considerable profit by anyone who wishes to make an initial survey of the more important problems of methods.

B. INTENSIVE DISCUSSIONS OF SPECIAL PROBLEMS

a) *How to study effectively.*—As early as 1909 the importance of this problem was emphasized pointedly in a book entitled *How to Study and Teaching How to Study*, by Dr. Frank M. McMurry, and in a monograph entitled *Teaching Children How to Study*, by Lida B. Earhart. Since the appearance of these two books, writers have attached increased importance to the methods employed by pupils in studying. The following quotation illustrates a recent but typical point of view: "It is safe to say that failure to guide and direct study is the weak point in the whole educational machine." Although the importance of the problem has been widely recognized, there has developed very little definite advice, either to teachers or to students, about how to carry on the studying process, since the publication of the books referred to above. During the past year, however, five carefully prepared books and monographs have been published which supply teachers and pupils with effective helps in dealing with the study problem.

Dr. G. M. Whipple discusses the problem briefly and pointedly in a monograph[1] entitled *How to Study Effectively.* This monograph grew out of a request made by a group of high-school students for suggestions on the technique of studying. The suggestions appear in the form of thirty-eight rules, which are printed in heavy, blackface type to catch the reader's attention easily. Each rule is expressed in terms of direct advice and is followed by a few carefully selected illustrations or by a sufficient number of explanatory comments to make it intelligible and directly serviceable to students. The rules are summarized in brief form at the back of the monograph for the convenience of the user. The form and content of the suggestions are well illustrated by the following typical rules: "Do your work with the intent to learn and to remember"; "Have a clear notion of the aim"; "Give most time and attention to the weak points in your knowledge or technique"; "In all your work, apply your knowledge as much as possible and as soon as possible." Although the monograph was prepared primarily for the use of high-school students, it could be used with advantage by college students who wish to improve their study habits, or by elementary-school teachers who are attempting to develop right habits of study in their pupils.

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[1] *How to Study Effectively.* By Guy M. Whipple. Bloomington, Illinois: Public School Publishing Co., 1916. Pp. 44.

Effective methods of studying are discussed at length by Dr. Harry D. Kitson in his book[1] entitled *How to Use Your Mind.* The book is characterized by its author as "a psychology of study, being a manual for the use of students and teachers in the administration of supervised study." The discussions are organized about the following carefully chosen topics: "Intellectual Problems of the College Freshman," "Note Taking," "Brain Action during Study," "Formation of Study Habits," "First Aids to Memory," "Concentration of Attention," "How We Reason," "Expression as an Aid in Learning," "The Plateau of Despond," "Mental Second Wind," "Examinations," and "Bodily Conditions for Effective Study." The materials used in discussing each of these topics have been secured from recent psychological and educational investigations and from the practical experiences of the author, who has made careful studies of college students for a number of years, with a view to finding out how they do their work and the methods of improving the results. It can hardly be said that the book is a manual of directions for the use of students. It is rather an illuminating discussion of the laws and principles underlying effective study. Although the volume has been prepared primarily for high-school and college students, its content may be used in the upper grades of the elementary school, if properly interpreted to pupils, or it may be used by elementary-school teachers who wish to secure the psychological background necessary for the intelligent direction of the study habits of grade pupils.

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[1] *How to Use Your Mind.* By Harry D. Kitson. Philadelphia: J. B. Lippincott Co., 1916. Pp. 216.

Adult discussion on the essentials of study are presented by G. V. N. Dearborn in a book[1] entitled *How to Learn Easily.* The author's purpose—namely, to supply teachers with practical hints on economical study—is admirable. The topics chosen as the basis for these discussions are the following: "Economy in Study," "Observations and the Taking of Notes," "Educational Imagination," "Books and Their Educational Use," "Is Your Thinker in Order?" and "Examination Preparedness." In connection with the discussion of many of these topics the author reviews the results of recent psychological and physiological investigations from which principles of procedure in study may be drawn. Although a large number of valuable suggestions are made, the book is open to the criticism that many of its discussions are too general to be of immediate practical value to the teacher or pupil. Some chapters, such as the one on "Educational Imagination," deal in an abstract way with the fundamental issues involved. To a considerable extent those phases of the book which deal with the more practical considerations leave the teacher without definite suggestions concerning methods of improving the study habits of pupils.

Some of the essentials of effective study are discussed briefly in the third section of H. H. Horne's book[2] entitled *Story-Telling, Questioning, and Studying.* The book as a whole is an outgrowth of a series of lectures which the author has addressed to teachers in various localities. As a result, the discussions deal more largely with practical suggestions than with the principles which underlie effective study habits. The following topics suggest the practical nature of the discussions: "Mechanical Aids to Study," "Physical Conditions of Study," "How to Study a Text," "Training Pupils to Study," "Influence of Good Teaching on Study," "The Five

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[1] *How to Learn Easily.* By G. V. N. Dearborn. Boston: Little, Brown & Co., 1916. Pp. x+227.

[2] *Story-Telling, Questioning, and Studying.* By H. H. Horne. New York: Macmillan, 1916. Pp. 181.

Results of Study." The discussions are brief and well organized but somewhat general. If more detailed information had been included, an inexperienced teacher could have profited more directly from them.

b) *Supervised study.*—The problem of supervised study is intimately related to the problem of teaching pupils how to study effectively, and it has been emphasized more or less pointedly in each of the books and monographs referred to above. The methods and technique of supervised study are given major consideration in a book[1] entitled *Supervised Study*, by A. L. Hall-Quest. The book is characterized by its author as a discussion of the study lesson in high school and is intended to be of immediate practical value to teachers in supervising the study of pupils. The book is divided into three parts with the following headings: (1) general principles and methods, which discusses the present demand for supervised study, individual differences among pupils, the most effective conditions of, and hindrances to, study, the importance of supervised study, and effective methods of study; (2) special methods of supervising the study of various subjects, such as English, history, civics, mathematics, science, language, literature, and the fine and practical arts; (3) the effectiveness of supervised study as shown by measured results, and the improvement secured in various high schools where supervised study has been introduced. Throughout the book the author avoids theoretical discussions and deals for the most part with the conditions which are found in the ordinary classroom. The book is well written and should prove very helpful to high-school teachers and to teachers of the intermediate and upper grades of elementary schools.

c) *Questioning.*—Dr. Frank McMurry has given emphasis to the importance of questions in the classroom by stating that questions are prerequisite to all thinking, that they necessarily precede answers, and that they supply the motive for effort, as well as the basis for the selection and organization of data. The value of judicious questioning has been acknowledged for years, although very few texts have been devoted largely to the discussion of this problem. During the past year two contributions have been made to this field.

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[1] *Supervised Study.* By A. L. Hall-Quest. New York: Macmillan, 1916. Pp. xvii+433.

The first is a book[1] by J. C. and A. C. K. Hall entitled *The Question as a Factor in Teaching.* The major part of the book is taken up with the use of the question in teaching stories to children of the first five grades. The authors draw very pointedly the distinction between telling and teaching stories, and argue effectively that a considerable part of the time now given to story-telling should be used for the more stimulating exercise of teaching stories through the question form of treatment. This method of treatment is illustrated in detail in ten stories which are included in the book. These exercises are full of concrete suggestions which can be used directly in classroom work. The final section of the book makes application of effective questioning to various subjects, such as history, composition, manual training, reading, and arithmetic. The principle underlying effective teaching in all of these subjects is that material should be presented before a class in such a way as naturally to raise thought-provoking questions regarding the subject-matter which is being taught. The book may be classified as a handbook of practical suggestions concerning classroom instruction and should stimulate a great deal of productive thinking on the part of the elementary-school teacher.

"The Art of Questioning" is the title of the second part of H. H. Horne's book on *Story-Telling, Questioning, and Studying,* which was referred to earlier in this discussion. Horne presents a somewhat traditional discussion of the problem of questioning. Among the topics included are: "The Importance and Kinds of Questions," "The Manner of Questioning," "The Form and Content of Questions," "Prerequisites of a Good Questioner," and "The Treatment of Answers." Although a large number of helpful suggestions are offered, the author's discussion can hardly be said to be more than a detailed summary of a number of earlier treatments of the problem.

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[1] *The Question as a Factor in Teaching.* By J. C. Hall and Alice Cynthia King Hall. Boston: Houghton Mifflin Co., 1916. Pp. viii+189.

d) *Motivation.*—This important problem is discussed at length by H. B. and G. M. Wilson in their book[1] entitled *The Motivation of School Work.* By motivation the authors mean "that attack upon school work which seeks to make its tasks significant and purposeful to each child by relating them to his childish experiences, problems, and desires." The book is divided into three parts. Part I deals with the need for motivation in modern education, its psychological basis, and the origin and sources of motives. Part II discusses the motivation of the fundamental subjects, such as reading, language, composition, history, geography, and arithmetic. Part III deals with the motivation of other school subjects and activities. These discussions are full of illustrations of the kinds of problems which the authors have found to be of interest to children. In this connection two criticisms suggest themselves with regard to the point of view taken by the authors. In the first place, many of the problems which are suggested may be interesting and concrete to adults, but may fail to interest children. In the second place, children have logical interests which are very real and concrete to them. Very little provision is made for these interests in the discussions. In connection with each school subject a large number of practical devices are included which may be of great value in stimulating activity in the classroom. The book is an outgrowth of a large school experience on the part of both authors. The discussions have been presented in terms which may be readily understood, and they should prove a distinct aid to elementary-school teachers.

The problem of motivation is attacked in much more general terms in a book[2] entitled *Reaching the Children*, by Henry C. Krebs. The author conceives the purpose of the school to be that of arousing the self-activity of the child and of guiding this activity into right channels. He outlines various agencies which may aid in this work, such as the teacher, the class recitation, the school library, the playground, self-government, private conversation, encouragement, talks by the teacher, fine sentiments, sympathy, direct moral instruction, companionship, ideals, instruction in health, removing false ideas, allegory, tact, and enthusiasm. Each of these agencies is discussed at length and, although they are quite general and idealistic in some cases, many helpful suggestions are included. The book might be read with greater profit by an experienced teacher who wishes to widen her vision of the possibilities of the classroom than by an inexperienced teacher who is in need of specific suggestions for supplying motive to the study of the ordinary school subjects.

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[1] *The Motivation of School Work.* By H. B. and G. M. Wilson. Boston: Houghton Mifflin Co., 1916. Pp. 265.

[2] *Reaching the Children.* By H. C. Krebs. New York: A. S. Barnes Co., 1916. Pp. vi+127.

e) *Problem-solving.*—The importance of developing ability to solve problems effectively in the classroom is discussed by W. H. S. Jones in a pamphlet[1] entitled *Scientific Method in Schools.* The author maintains that, before accurate reasoning becomes spontaneous and automatic, it must be regularly practiced, with conscious reference to the essential stages, and he pleads for a more rigid application of the principles of problem-solving to classroom exercises. The essential stages in problem-solving are developed in connection with the problem, What are the factors which determine the position of large cities? The steps outlined are those which are usually presented in formal discussions of reasoning, and they are open to the criticism that they represent the logical stages in reasoning rather than the actual steps employed by the ordinary thinker. The application of these principles to classroom work is illustrated in connection with a number of problems appropriate to pupils from twelve to seventeen years of age and chosen from a variety of high-school subjects. The discussions are very suggestive concerning the possibilities which the various subjects afford for problem-solving. The discussions are too brief, however, to give an inexperienced teacher very much assistance.

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[1] *Scientific Method in Schools.* By W. H. S. Jones. Cambridge: University Press, 1916. Pp. 36.

II. COMMENT ON CURRENT EDUCATIONAL PUBLICATIONS

1. *A new book on educational measurement.*—The writer of a text on educational measurement takes upon himself the responsibility of (1) selecting the best representative scales and standard tests to put before teachers, (2) evaluating these carefully, (3) presenting them in non-technical language, (4) showing *how they can be and are being used* to set standards of attainment and *to improve teaching in a very definite way*, and (5) supplying the teacher with a completely organized and well-annotated bibliography of tests and scales that are now available.

The Scientific Measurement of Class Room Products,[1] by J. Crosby Chapman and Grace Preyer Rush, is deficient on nearly every one of these counts. First, it may be questioned whether the most representative scales or tests for each of the different subjects of study have been selected for publication. In the chapter on reading, for example, it reprints the Gray "tentative scale for Oral Reading," which has been discarded by the designer, and for which has been substituted a well-standardized test with which more than 50,000 children have been tested. This final standardized scale has been available for more than two years. Again, the book reprints the Starch reading tests and the early (1914) Courtis reading tests, neither of which has had wide usage, and the latter of which has been discarded by the designer himself. No mention is made of Brown's reading tests, which, although open to criticism on several counts, may be used to help the teaching of reading in a very definite way. In this chapter, as in the others, the writers seem to be more interested in the use of tests to establish norms of attainment than they are in the use of tests to improve the teaching of specific subjects of study. Again, the non-critical attitude displayed in selecting the tests is shown by the inclusion of Starch's spelling lists (lists which determine a pupil's ability to spell words selected at random from the entire English language!); the Thorndike drawing scale; and the Courtis writing tests, which present merely a description of a method of collecting writing samples.

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[1] Published by Silver, Burdett & Co., Boston, 1917. Pp. iv+191.

No mention is made, for example, of the St. Louis handwriting scale (Johnson and Stone) or of the analytical scales designed by Freeman.

Secondly, throughout the book there is almost no evaluation of the tests themselves. Thus the book is not only uncritical in its selection of material, but likewise in the brief discussion that is offered concerning the value of the tests themselves.

Thirdly, the authors are to be commended for the presentation of the tests in non-technical language. Not enough explanatory material is given, however, concerning the derivation of the tests to make clear the use of them to teachers.

Fourthly, the book *does* show how the tests can be used to establish standards of attainment in certain of the subjects of study in the elementary school. In its quotation of standards which have already been set up, however, it is out of date, norms being quoted as acceptable which have been discarded by the investigator himself in a particular field, or which have been superseded by many others more recent in publication. The most outstanding defect, however, in this book which purports to tell teachers about standard tests and how to use them is that it makes almost no contribution to the teacher's knowledge of *how to use tests to improve her own teaching*. It should be clearly recognized at this stage of the measuring movement that the aim of establishing norms and standards of improvement through the use of the standard tests is a subordinate aim. The primary function of scales and standardized tests in publication should be that of diagnosis—the determination of defects in learning and of the best ways of improving the teaching of the various subjects of study.

On the fifth count the book is again deficient. Instead of supplying the reader with a completely organized and well-annotated bibliography, the authors of this book repeat in their bibliography the thirteen references already discussed in the book and name but three other references for further reading.

The book contains 191 pages; of these, 81 pages are devoted to the reprinting of the scales and tests themselves and 20 pages to reprinting the directions for using them. In the chapter on handwriting 20 of the 32 pages are devoted to reprinting the Thorndike and the Ayres scales. These scales are already available in hundreds of school systems in the United States. They have been printed and reprinted and placed before teachers very generally. There can be little excuse for reprinting this kind of material. The same is true of the chapter on reading. Of the 44 pages, 24 are devoted to reprinting the Thorndike scales, the preliminary Gray scale, the Starch tests, and the Courtis test.

To sum up, a teacher reading this book, therefore, can get a cross-sectional view of a very small portion of the literature on educational measurement. She will have at hand a few of the tests, but not always the best ones. She will be given directions for using these particular tests and will be able to compare the results of giving them to her classes with a few standards of attainment, most of which are out of date and have been supplanted by more complete and recent ones. She probably will be led to believe that tests are designed primarily in order that administrators may set standards of attainment. She will not be told directly how to follow up the use of tests in improving her own teaching practice. Finally, her future reading in this field will not be directed by an organized and selected bibliography. Because of all these deficiencies, we do not commend this publication as a representative discussion in the field of educational measurement.

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2. *A new monograph on the psychology of reading.*—From the experimental laboratory of the School of Education of the University of Chicago, three investigations in the psychology and testing of reading are being reported. The first, Mr. W. S. Gray's *Studies of Elementary-School Reading through Standardized Tests,* was reviewed in the April number of this *Journal.* The second, Mr. Schmidt's *An Experimental Study in the Psychology of Reading,*[1] has just appeared. It is a technical monograph which reports a carefully worked out laboratory study of the factors that contribute to efficiency in oral or silent reading. As the writer points out:

> Before the advantageous and economic reconstruction of practice [in the teaching of reading in the public schools] can be effected, additional information

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[1] *An Experimental Study in the Psychology of Reading* (No. 2 of the Supplementary Educational Monographs). By William Anton Schmidt. Chicago: The University of Chicago Press, 1917. Pp. iv+126. $1.00.

is needed. To this end the reading process must be further analyzed and the boundaries of the psychology of reading must be materially extended. It is not sufficient, for instance, to know that reading rate is a variable. We must determine the factors which condition such variation; we must find out to what extent speed efficiency is dependent upon the number, and to what extent upon the duration, of fixation pauses; how it is related to age and accomplishment and how to efficiency in comprehension; to what extent it is subject to improvement under judicious practice; and within what limits it may be developed in connection with continuous reading rather than scanning. It is essential further that the difference between silent and oral reading be carefully pointed out, and that the possibilities and limitations of each be more completely set forth.

In chap. ii the writer gives a very helpful *historical sketch* of three types of experimental investigation—namely, (*a*) those approaching the problem primarily through a study of eye-movements, (*b*) those dealing chiefly with the perceptual process, and (*c*) those attacking the problem from the standpoint of individual differences in speed, comprehension, and reproduction. To do this he summarizes: the evolution of the experimental technique for the study of eye-movements, and the result of experimentation with eye-movements, stressing especially the work done on the fixation pause; the tachistoscopic experimentation studies which deal chiefly with the perceptual process; and, finally, the studies chiefly concerned with individual differences in speed and comprehension of reading.

Chapters iii–vi give the results of Mr. Schmidt's own investigation covering a careful analysis of the reading process. The method consists chiefly in a critical study of the eye-movements underlying the mechanics of reading. As the perceptual process is largely restricted to the fixation pause, the latter was the principal object of intensive investigation. The apparatus used in the study was the Dodge photographic apparatus—with some new departures—by which a photograph is obtained of the eye-movement through the reflection of a beam of light from the cornea of the eye.

The study of the mechanics of reading was accompanied by an analysis of the degree to which the subjects comprehended what they read. The question and answer method was used to determine comprehension instead of the commonly used reproduction method, the writer quite properly showing that "efficient comprehension in reading implies anything but total redintegration or indiscriminate reproduction."

Mr. Schmidt's study is distinctive in that he has provided for (1) uniformity in such factors as the complexity of the material, length of line, size of type, etc., and (2) for three *large* groups of male subjects, *83 in all*—45 adults of collegiate rank, 17 high-school pupils, and 21 grade pupils—the school pupils coming from all grades, II–XII inclusive.

The writer has made a definite contribution through the conclusions of his study. Comparing groups of varying age and mental accomplishment, he finds practically no difference between the groups in number of pauses, duration of pauses, location of pauses, and average fixation or "reading" time. The only real marked difference between the groups appears in connection with irregularities, refixations and variation being much more prominent in the case of children than of adults. He points out an important critical transition stage which marks the passage from the slow reader to a rapid adult type of reader, and which comes with his subjects in the second and third grades. With the mechanics of reading mastered, the rate tends to become relatively constant. Thus efficiency in speed of reading may be attained at a comparatively early age. We quote one of his more significant statements:

> There is ample evidence that a large percentage of readers, particularly those who are not good visualizers, is compelled to resort to "scanning" in order to attain final efficiency in the speed of silent reading. This fact, although almost entirely ignored, thus far is bound to be of material significance in determining the reorganization of practices and methods of teaching reading, particularly if it can be shown that scanning is not opposed to good quality in comprehension.

3. *An important book in the field of industrial history.*—A book on *Household Manufactures in the United States, 1640–1860,*[1] has just appeared which should be a very helpful addition to the teaching of history courses in elementary, secondary, and higher

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[1] *Household Manufactures in the United States, 1640–1860. A Study in Industrial History.* By R. M. Tryon. Chicago: The University of Chicago Press, 1917. Pp. x+413.

schools. Especially will it contribute to the teaching of household arts in both lower and higher schools. The present demand for material in the history of the industries for inclusion in public-school history courses will be partially satisfied by Mr. Tryon's book. To teachers of household arts, especially of textiles, it should make a very definite and detailed contribution in the account which it supplies of one phase of their work as it was done in the home prior to the time of its taking over by the school.

The general plan of treatment involves a combination of the chronological and topical methods:

> The colonial period has been covered four times, twice rather intensively and chronologically and twice less intensively and with little regard to chronology. Each of the four times the field has been covered with a very definite aim in view: the first, to determine and elucidate the various factors affecting household manufactures; the second, to connect these factors with real situations; the third, to consider the multifarious products of the family factory; and the fourth, to find evidences of the transfer from family- to shop- and factory-made goods. The period from 1783 to 1810 has been treated chronologically with a view to showing influencing factors and amounts made, and topically for the purposes mentioned in three and four above. After 1810 the discussion has largely to do with the transition from home- to factory-made goods, and adapts itself admirably to a straightforward chronological treatment.

The book has been written by a historian and connects, throughout, the subject of household manufactures with the general economic and political history of the nation. It reveals the importance of household manufactures as the dominant element in the industrial life of the country that for a long time was the one factor in sustaining an almost economic independence of other nations. Its material has been collected with painstaking care covering several years of research, and is presented in a form equally as carefully designed. It is a welcome change from the general run of hastily planned and hastily written educational books which have come to this desk.

To provide an adequate setting for the story of household manufactures in chap. ii the writer shows the way in which England's colonial policy, the colonies' policy of encouragement, and the economic and political conditions, generally, contributed to the development of the industry during the colonial period. Then in chap. iii he makes a statement of the general status of household manufactures in the colonies. The seventeenth-century beginnings are taken up, and progress after 1700 is shown. Chapter iv shows how the first few years following the Treaty of Paris saw a sharp decline in the interest of the people in goods of their own manufacture; how, as soon as they realized the full effects of their "madness for foreign finery," they returned to their former simplicity and economy and life necessity; how, as a result of their experience during the hard times following the establishment of their political independence, the people began to see the need of industrial independence as well; and how, to establish this much-desired condition, great reliance was placed in the system of household manufacturing.

Chapter v gives the details concerning a year's output of the family factory, and in chap. vi the products of the family factory are discussed under the following main divisions: (1) wearing apparel and household textile supplies; (2) household implements, utensils, furniture, necessities, and comforts; (3) farming implements, building materials, and general supplies. The book closes in chaps. vii and viii with a discussion of the transition from family- to shop- and factory-made goods and with the story of the passing of the family factory illustrated by the detailed account of what took place in one state.

4. *A book on school attendance.*—To use the current terminology of the educational profession, the recently published book by Abbott and Breckinridge[1] is an exhaustive survey of the Chicago school situation as regards attendance and non-attendance.[2] It is by far the most extensive study of the kind that has yet been made for any American city.

[1] *Truancy and Non-Attendance in the Chicago Schools: A Study of the Social Aspects of the Compulsory-Education and Child-Labor Legislation of Illinois.* By Edith Abbott, Ph.D., and Sophonisba P. Breckinridge, Ph.D. Chicago: The University of Chicago Press, 1917. Pp. xvii+472.

[2] This review was contributed by Dr. J. F. Bobbitt, of the Department of Education of the University of Chicago.

The first few chapters present the history of compulsory-attendance and child-labor legislation in Illinois from the date of the admission of the state, in 1818, down to the present. This history shows that Illinois in common with most other states was very slow to adopt the principle of compulsory attendance; and that, after it was adopted, the local educational authorities of the various cities, towns, and counties—Chicago among the rest—were sufficiently reluctant in enforcing its provisions. This enforcement has always been, and is now, left to the local educational authorities. The authors believe that the development would have been much more rapid had there been centralized leadership within the state; and they raise the question whether some state educational authority should not be created for the purpose of supervising the work of the local authorities in the enforcement of the state attendance laws.

The major portion of the book treats the situation as it exists at present in Chicago. There is discussion of the extent of truancy and non-attendance in the city; the transfer system as a factor in non-attendance; the various causes of truancy and non-attendance; the relation of mental and physical defects to truancy and non-attendance; the school census as a means of enforcing the attendance laws; the assistance that may be afforded by the visiting teacher; the special problem of the immigrant child; special schools for taking care of the truants and wayward children; the need of finding remedies that strike at the causes of the troubles; a mode of managing the employment certificate system so as to safeguard children during the attendance period; the need of compulsory education for children between fourteen and sixteen years of age.

As are most educational surveys, the study is made for the practical purpose of initiating further improvements. On the basis of the facts presented the authors in the concluding chapter make a number of carefully formulated recommendations, which, if acted upon, would result in very large progress toward the adequate solution of the many problems outlined. These recommendations relate to the establishment of state supervisory machinery for the purpose of securing more adequate enforcement of school laws; the raising of the compulsory-attendance age from fourteen to sixteen; a different placement of the responsibilities for issuing working papers; the setting up of higher standards, both physical and intellectual, for working papers; a provision for continuation schools for those of deficient education who have passed the compulsory-attendance period; special provision for adolescent immigrants and illiterate minors; the development of an effective system of child accounting; readjustment and further development of the vocational-supervision bureau; and a number of others.

The recommendations are reasonable and conservative. They are not intended to include all desirable changes. They present only those which appear to be practicable at the present time.

The authors are practical social workers, who have had long and intimate contact with the social conditions of Chicago. The book is therefore written from the social worker's sympathetic point of view rather than from the frequently more circumscribed, and usually somewhat different, point of view of the professional school man. It is a model of rigorous scientific study of the questions involved that ought to be of large suggestiveness to other cities in their making of similar studies.

5. A book has appeared[1] which represents an important tendency in modern education—namely, that of adapting the materials in the social sciences to the local interests and needs of the pupils. As the subtitle suggests, the aim of the author is to furnish a body of interesting and valuable supplementary reading material for the upper elementary grades. The facts are drawn from geology, nature, history, industry, biography, literature, legend, and humor, and are selected with the idea of entertaining and instructing the reader.

The general plan of treatment is first to devote a few chapters to New England as a whole and then to treat each of the six states separately. In dealing with each state the plan is to devote a chapter or two to historical beginnings and the remainder to industries, natural scenery, and famous people and places. There are about two hundred well-selected illustrations which add local color and interest.

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[1] *New England, A Human Interest Geographical Reader.* By Clifton Johnson. New York: Macmillan, 1917. $0.75.

Outside of New England the book will be of little practical value as a supplementary reader. If such material is used in school, it should treat of the community in which it is studied. The great value of Mr. Johnson's book to communities outside of New England is to indicate the types of local material which can be utilized in a study of one's near or immediate locality.

III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED

(Detailed discussions of some of the following books will appear later.)

GENERAL EDUCATIONAL THEORY AND PRACTICE

BRONNER, AUGUSTA F. *The Psychology of Special Abilities and Disabilities.* Boston: Little, Brown & Co., 1917. Cloth. Crown 8vo, pp. vi+269. $1.75.

Education and vocation from the point of view of adequate adjustment of the individual.

DAVIS, CALVIN O. *Public Secondary Education.* Chicago: Rand McNally & Co., 1917. Cloth. Pp. xiv+270.

FULD, FELIX. *Service Instruction of American Corporations.* Department of the Interior, Bureau of Education, Bulletin No. 34, 1916. Washington: Government Printing Office, 1917. Pp. 73.

LEAVITT, FRANK M., and BROWN, EDITH. *Elementary Social Science.* New York: Macmillan, 1917. Cloth. Crown 8vo, pp. 137. $0.80.

LEE, ROGER I., M.D. *Health and Disease—Their Determining Factors.* Boston: Little, Brown & Co., 1917. Cloth. Pp. 378. $1.75 net.

Presents in non-technical language the facts to which medical science can truthfully assent without exaggeration.

PATRI, ANGELO. *A Schoolmaster of the Great City.* New York: Macmillan, 1917. Cloth. Pp. 221.

The newer life in educational method and practice, shorn of didactic technicalities.

SCHOFIELD, LOUISE. *Kindergarten Legislation.* Department of the Interior, Bureau of Education, Bulletin No. 45, 1916. Washington: Government Printing Office, 1917. Pp. 30.

SCHROEDER, H. H. *Cost of Public Education, 1915–1916. Peoria, Illinois.* A report to the Board of School Inspectors of Peoria. Paper. Pp. iii+54.

Syllabus for Secondary Schools, 1910. Albany: University of the State of New York, 1917. Separate Pamphlets: *Drawing, English, Mathematics, Ancient Languages.*

WINSLOW, CHARLES-EDWARD AMORY. *Healthy Living. The Body and How to Keep It Well.* New York: Charles E. Merrill Co., 1917. Cloth. Illustrated. Pp. 385.

TEXTS AND SUPPLEMENTARY BOOKS

I. FOR THE ELEMENTARY SCHOOL

BAILEY, CAROLYN S. *The Way of the Gate.* In collaboration with E. HERSHEY SNEATH, GEORGE HODGES, and HENRY HALLAM TWEEDY. New York: Macmillan, 1917. Cloth. Pp. xviii+216. $0.65.

This is one of "The King's Highway Series" of eight readers containing a graded system of moral and religious training for home and school. The material included is based on the opinions of the grade teachers of ten cities.

FROELICHER, FRANCIS M. *Swiss Stories and Legends.* New York: Macmillan, 1917. Cloth. 16mo, pp. vi+147. $0.40.

GEHRS, JOHN H. *Productive Agriculture.* New York: Macmillan, 1917. Cloth. Illustrated. Pp. xii+436. $1.00.

An attempt to present standardized material suitable for upper elementary and high-school grades of the North Central states.

JAMES, HARLEAN. *The Building of Cities.* New York: Macmillan, 1917. Cloth. 12mo, pp. xiii+201. $0.40.

Problems of the city made interesting for the boys and girls of any city.

STRASBURGER, AMELIA, and CHANKIN, JOSEPH. *Systematic Drill in Arithmetic Fundamentals.* Book I. Addition, Subtraction. Chicago: Longmans, 1917. Cloth. 12mo, pp. v+122. $0.35.

An adequate and systematic arrangement of material for purposes of drill.

II. FOR THE HIGH SCHOOL

ASHLEY, ROSCOE LEWIS. *The New Civics, a Text-Book for Secondary Schools.* New York: Macmillan, 1917. Cloth. Crown 8vo, pp. xxviii+420. $1.25.

BAMBURGH, WILLIAM C. *Talks on Business Correspondence.* Boston: Little, Brown & Co., 1916. Cloth. Pp. xv+246. $1.00.

An aggregation of suggestions, principles, rules, and plans compiled with commercial authority, based upon a wide experience in handling the correspondence of large firms and corporations.

BRINKWORTH, MARY G. *A Business Speller.* Boston: Ginn & Co., 1917. Cloth. Pp. iv+76. $0.25.

DOOLEY, WILLIAM H. *Vocational Mathematics for Girls.* Boston: D. C. Heath & Co., 1917. Cloth. 12mo, pp. vi+369.

Practical applications in mathematics suited to the needs of girls who will enter the work-a-day world from the secondary school.

HARRISON, E. S. *An Intermediate Spanish Reader.* With notes, exercises, and vocabulary. Boston: Ginn & Co., 1917. Cloth. 16mo, pp. 234. $0.72.

JENSEN, GERARD E. *Boswell's Life of Johnson* (abridged) with notes and an introduction. Boston: Houghton Mifflin Co.; Cambridge: Riverside Press, 1917. Cloth. Pp. xiv+228. $0.44.

MERINGTON, MARGUERITE. *Holiday Plays.* Five one-act pieces for Washington's Birthday, Lincoln's Birthday, Memorial Day, Fourth of July, and Thanksgiving. New York: Duffield & Co., 1917. Cloth. 12mo, pp. 164. $1.50.

SMITH, L. J. *Essentials in Mechanical Drawing.* New York: Macmillan, 1917. Cloth. Illustrated. 12mo, pp. vi+57. $0.50.

WARSHAW, J. *Spanish-American Composition Book.* New York: Henry Holt & Co., 1917. Cloth. Pp. vii+156.

Based on subjects in which Latin-Americans naturally take pride with a view to developing both the language and a sympathetic estimate of the South American peoples.

WELLMAN, MABEL THACHER. *Food Study. A Textbook in Home Economics for High Schools.* Boston: Little, Brown & Co., 1917. Cloth. Pp. xxi+324. $1.00.

WHEELER, ALBERT H. *Examples in Algebra, A Collection of Exercises to Accompany Any Textbook.* Boston: Little, Brown & Co., 1916. Cloth. Pp. xiii+257. $0.90.

III. FOR THE COLLEGE

HELLER, OTTO. *In St. Jurgen von Theodor Storm.* New York: Henry Holt & Co., 1917. Cloth. Pp. xviii+147.

KELLEY, JAMES P. *Workmanship in Words.* Boston: Little, Brown & Co., 1917. Cloth. Pp. viii+333. $1.00.

LONG, WILLIAM J. *Outlines of English and American Literature.* An introduction to the chief writers of England and America, to the books they wrote, and to the times in which they lived. Boston: Ginn & Co., 1917. Illustrated. Crown 8vo, pp. xvii+557. $1.40.

McLOUTH, LAWRENCE A., and RICHTER, KURT E. *L'Arrabbiata.* Novelle von Paul Heyse. New York: Henry Holt & Co., 1917. Cloth. Pp. xii+105.

Open Court Publishing Co., Chicago, 1917. *The Complaint of Peace.* Translated from the *Querela Pacis* (A.D. 1521) of Erasmus. Cloth. 12mo, pp. 80. $0.50.

RANKIN, THOMAS E. *The Method and Practice of Exposition.* New York: Macmillan, 1917. Cloth. 12mo, pp. 278. $1.40.

Not intended to replace, but rather to supplement, standard works.